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ABSTRACT

Discover Presidential Log Cabins is a set of materials designed to help educate 6-8 grade students about the significance of three log cabin sites occupied by George Washington, Ulysses Grant, Abraham Lincoln, and Theodore Roosevelt. This teacher's discussion guide is intended for use as part of a larger, comprehensive social studies program, and may be adapted to complement such topics as the American Revolutionary War, the U.S. Civil War, the U.S. Presidents, conservation, and the National Parks. The guide contains five classroom activities. It lists 26 related web sites in addition to its official site, www.nps.gov/LogCabin, and 26 related books. (BB)

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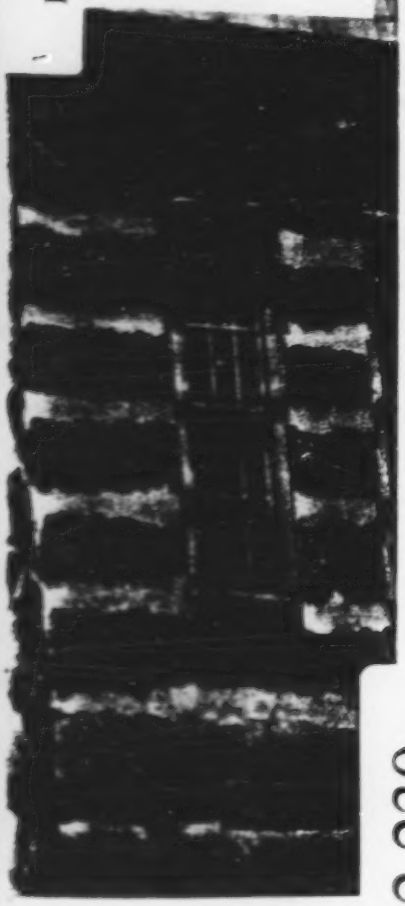
DISCOVER : • • • • Discovering history in our National Parks

ED 447 020

Teacher's Discussion Guide



SO 032 230

National Park FOUNDATION

LOG CABIN

Proud Restoration Partner

www.nps.gov/LogCabin

Discover Presidential Log Cabins

Take your students on a journey of discovery to three National Parks and the historic log cabins at which four of our greatest presidents faced defining moments. The decisions made by these leaders while at these sites significantly influenced the future of our country.

Spanning three periods – from the Revolutionary War to the Civil War to the late 19th century – the log cabin sites occupied by George Washington, Ulysses S. Grant, Abraham Lincoln, and Theodore Roosevelt played pivotal roles in American history. These materials are being provided to you to help make that history come to life for your students.

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"Discover Presidential Log Cabins" is a set of materials designed to help educate 6th to 8th grade students about the significance of three log cabin sites occupied by four of our nation's greatest leaders. Through these materials, students will discover the rich history associated with these log structures and learn why it is important to preserve them. This teacher's discussion guide is intended for use as part of a larger, comprehensive social studies program, and may be adapted to complement your lesson plans.

The hallowed grounds of these cabin sites have been protected as units of the National Park System. At these sites, four men formed philosophies that would guide their presidencies in the years that followed. Preserving their log cabin sites saves important aspects of our shared history as a nation.

The **"Discover Presidential Log Cabins"** program focuses on three park sites:

- 18th century – **The Continental Army Encampment at Valley Forge, PA** where during the harsh winter of 1777, General George Washington built a unified professional military organization that ultimately triumphed over the British. The most comprehensive **archeological dig** ever undertaken at Valley Forge began in April to determine where a brigade of log huts stood during General Washington's encampment over 200 years ago.

- 19th century – **Grant's Headquarters at City Point, Petersburg National Battlefield, Hopewell, VA** where General Ulysses S. Grant drew up the final battle plans for the Civil War, and with President Abraham Lincoln, laid plans for the terms of surrender and the reconstruction of the South. This is also the site where President Lincoln had an eerie premonition of his own death – two weeks before his assassination.

- Late 19th century – **The Maltese Cross Cabin, near Medora, ND** was home and inspiration to Theodore "TR" Roosevelt prior to his presidency. Roosevelt came to the West as a sickly and foppish Easterner. While in the Little Missouri Badlands, he became a real cowboy and rancher. He strengthened his mind and body and learned how to lead poorer and rougher men. TR's first-hand learning experiences during his time in the badlands helped mold his ideals and later influenced his actions while president and conservation activist.

Spanning time from the birth of our nation to the conservation of its lands, the experiences of Washington, Grant, Lincoln, and Roosevelt while at these three cabin sites represent unique periods in our nation's history. Use these educational tools to assist in teaching the significance of these sites and the great leaders who dwelled there.

Target Audience

This program is designed for students in 6th to 8th grades. Many of the materials can, however, be adapted for use in other grade levels.

Program Components

(Available to teachers free of charge, courtesy of Aurora Foods, makers of Log Cabin Syrup)

Teacher's Discussion Guide
Classroom Activity Sheets
Web Site
Educational Videotape
Live Electronic Field Trips
Poster

Using the Program Components

Teacher's Discussion Guide and Classroom Activity Sheets

The materials in this guide can supplement your existing lesson plans on the Revolutionary War, the Civil War, the U.S. Presidents, conservation, and the National Parks. The classroom activity sheets offer suggestions on how to interactively incorporate this information in ways that make learning exciting for your students.

Complementing this guide is a new Web site (located at: **www.nps.gov/LogCabin**), an educational videotape, and a series of electronic field trips — all devoted to Discovering America's Presidential Log Cabins. Combining these different educational tools, we offer you an innovative package with which to teach your students about significant periods in American history. Used alone or in combination, you will find these materials valuable resources from school year to school year.

Classroom Activity Sheets

Included in this guide are five activity sheets for classroom use so your students can apply the information they have learned about the Log Cabin Presidents. Topics include:

- "Excavation Adventure" – students become junior archeologists as they interpret Commander Washington's orders to construct a log hut city at Valley Forge.
- "Letters Home" – students become Civil War soldiers and create their own letters home from the battlefield.
- "Conservation President" – students learn more about Theodore Roosevelt's role in conservation and write a fact sheet on one of the National Parks in their state.
- "Great Leaders" – students select one of the featured presidents, research their life, and write a paper on what made him a great leader.
- "Yesteryear Newspaper" – students work as a group and produce one page of a newspaper from a period featured in this program. The team will research, write, design, and present to the class their yesteryear newspaper.

Additional interactive activities are available on the Web site (**www.nps.gov/LogCabin**) that will challenge students to apply what they are learning. Direct your students to the "Student Activities" section of the Web site.

Web Site

A new, interactive Web site at **www.nps.gov/LogCabin** is a resource you will surely want to bookmark and visit with your students time and time again! This educational site presents historical information in a fun, interactive way that will appeal to your 6th to 8th grade students. The site is divided into areas specific to teachers and students, and includes answers to the following queries:

1. What was it like for 12 soldiers to share a rustic log hut at Valley Forge?
2. What were the important outcomes of Lincoln's meetings with Grant at City Point?
3. What first attracted Theodore Roosevelt to the Dakota Territory and why did he later return to become a cowboy?

The site will be continuously updated and enhanced. Your students can learn what it takes to accurately restore the Grant and Roosevelt cabins. And, students can even become archeological "assistants" when they log on to the Valley Forge section and join in on the big dig. A listing of pertinent resources and Web site links is provided as well. The discovery quest continues throughout the summer and fall, as students, parents, and teachers can visit the Web site to learn more or plan family vacations to the park sites at Valley Forge, PA, Hopewell, VA, or Medora, ND.

Educational Videotape: "Discover Presidential Log Cabins"

Also included in the program is a comprehensive summary of the three Presidential Log Cabin sites. The ten-minute videotape opens with highlights of the park sites, including Washington's Continental Army Encampment at Valley Forge, Grant's Headquarters at City Point, and Roosevelt's Maltese Cross Cabin. Segments will detail each of the restoration sites, the four presidents, and the historical significance of events that occurred there.

The video presentation can serve as an ideal preparation module for the electronic field trips that follow. You may choose to show your class this informative video before you log on to take part in the field trips where your students can quiz historians about any of the featured areas. A limited supply of free copies of the video is available; so please refer to the registration information in this guide and register early for a copy of the tape. Supplies are limited to one per school, but free unlimited duplication of the videotape is permitted. Videos will be mailed to your school address in early September 2000.

Electronic Field Trips

Take your students on field trips to the log cabin sites at Valley Forge, City Point, and Medora – all without leaving your classroom! These are not the standard field trips you may be used to, however. There's no need to schedule a full day away from school. All you need for this journey is at least one computer with Internet access and a classroom of students eager to participate in a live chat session. Your class can learn more about the contributions of Presidents Washington, Grant, Lincoln, and Roosevelt as they chat with park historians.

There are two field trips scheduled to each of the three presidential park sites – one morning and one afternoon session.

- **Wednesday, October 18, 2000** – Valley Forge – live chat at 11:00 a.m. EDT (Eastern Daylight Time) and 2:00 p.m. EDT.
- **Wednesday, October 25, 2000** – Grant's Headquarters at City Point – live chat at 11:00 a.m. EDT and 2:00 p.m. EDT.
- **Wednesday, November 1, 2000** – Roosevelt's Maltese Cross Cabin – live chat at 11:00 a.m. EST (Eastern Standard Time) and 2:00 p.m. EST.

Register for only one specific field trip, or the entire series of three. Please refer to the registration information in this guide for further information. Each electronic field trip lasts 20 minutes. Due to capacity issues, only a limited number of pre-registered schools will be able to participate. Be sure to register early.

A colorful Classroom Poster will be sent to you for display in your classroom. It will serve as a great reminder of the Web site address and the electronic field trip dates and times.

Registration Information

There is a limited supply of free "Discover Presidential Log Cabins" educational videotapes available for 6th to 8th grade social studies and history teachers. To receive a copy, and to register for the electronic field trips (see schedule above), please call toll-free 1-800-943-6775, 8:30 a.m. to 5:30 p.m. EST, fax your request to 212-921-9536, or email us at: logcabin@westglen.com. You will receive confirmation of your registration.

For more information, visit the official Web site at: **www.nps.gov/LogCabin**. The Discover Presidential Log Cabins Web site features sections designed just for teachers and students, as well as a family section. Visit the site often as part of your classroom activities and encourage your students to visit with their parents to learn more about these historic log cabins.

"Discover Presidential Log Cabins" is a set of educational materials created by the National Park Foundation (NPF) and the National Park Service (NPS). FREE copies of these materials are provided courtesy of Aurora Foods, Inc., makers of Log Cabin syrup. Aurora is a Proud Restoration Partner with NPF and NPS. The program was created by NPF to fund the restoration of log buildings throughout the National Park System. Currently, more than 400 log cabins in more than 300 National Parks are in need of restoration. Aurora Foods is contributing up to $1 million over four years to fund log cabin restorations and educational activities in the National Parks.

Additional Resources — Web Sites

www.nps.gov	National Park Service
www.nationalparks.org	National Park Foundation
www.nps.gov/vafo	Valley Forge National Historical Park
www.nps.gov/thro	Theodore Roosevelt National Park
www.nps.gov/pete	Petersburg National Battlefield
www.americanparks.com	Exploring America's National Parks
www.ipl.org/ref/POTUS/index.htm	Internet Public Library
www.nara.gov/education	The National Archives Digital Classroom
http://lcweb.loc.gov	The Library of Congress
www.nea.org	National Education Association
www.ncss.org	National Council for the Social Studies
www.americanpresidents.org	The American Presidents
www.libertynet.org/vlyforge/index.html	Liberty Net Revolutionary Site
www.usahistory.org/valleyforge	Valley Forge Historical Society
www.mscomm.com/~ulysses/	Ulysses S. Grant
http://theodoreroosevelt.org	The Theodore Roosevelt Association
www.pbs.org	The American Experience
www.whitehouse.gov/WH/glimpse/presidents	The White House – American Presidents
http://tnt.turner.com/movies/tntoriginals/roughriders	TR & The Rough Riders (TV mini-series)
www.gi.grolier.com/presidents/ea/bios	Grolier Online, The American Presidents
www.virginia.edu/gwpapers	George Washington Papers
www.alincolnassoc.com	Abraham Lincoln Association
www.petersburg-va.org	State of Virginia Petersburg site
www.state.pa.us	State of Pennsylvania
www.state.nd.us	State of North Dakota
www.state.va.us	State of Virginia

Additional Resources — Books

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Bates, David Homer. Lincoln in the Telegraph Office. New York: D. Appleton-Century Company, 1939, p. 343.

Blum, John Morton. The Republican Roosevelt. Cambridge, Mass.: Harvard University, 1993.

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Foner, Eric and Garraty, John A. The Reader's Companion to American History. Boston: Houghton Mifflin Company, 1991.

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Lynchburg, Donald C. The Petersburg Campaign. Abraham Lincoln At City Point. March 20 – April 9, 1865, 1st Edition. Lynchburg, Va.: H. E. Howard, Inc., 1989.

McQeeun, Jane Bangley. The Complete Guide to America's National Parks. Washington, D.C.: National Park Foundation, 1996.

Miller, John C. Origins of the American Revolution. Stanford, Conn.: Stanford University Press, 1976.

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Morison, Elting E. ed. The Letters of Theodore Roosevelt: 1868-1898. Cambridge, Mass.: Harvard University Press, 1951.

Morris, Edmund. The Rise of Theodore Roosevelt. New York: Ballentine, 1979.

Additional Resources — Books (cont.)

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Peterson, Harold L. The Book of the Continental Soldier. Harrisburg, Penn.: The Stackpole Company. 1968.

Porter, David Dixon. Incidents and Anecdotes of the Civil War. New York: D. Appleton and Company, 1885.

Roosevelt, Theodore. An Autobiography. New York: Charles Scribner's Sons, 1925.

Roosevelt, Theodore, Edited by Paul Schullery. Wilderness Writings. Salt Lake City, Utah: Gibbs M. Smith, Inc., 1986.

Trussell, Jr., John B. Birthplace of an Army: A Study of the Valley Forge Encampment. Harrisburg, Penn.: Pennsylvania Historical and Museum Commission, 1983.

Vivian, James F. The Romance of My Life. Theodore Roosevelt's Speeches in Dakota. Medora, N. Dakota.: Theodore Roosevelt Medora Foundation, Prairie House.

CLASSROOM ACTIVITY #1
FOCUS ON: VALLEY FORGE ARCHEOLOGICAL DIG

With **"Excavation Adventure"** students become junior archeologists as they interpret George Washington's orders to construct a log hut city at Valley Forge.

Procedure: Provide your students with an overview of the archeological dig being conducted at Valley Forge during the spring and summer of 2000. Have students answer the following questions. Discuss the answers as a class follow-up. (Visit www.nps.gov/LogCabin to follow the excavation of the Continental Army's Valley Forge encampment and to find further information to help in answering the following questions.)

HOW TO READ ARCHEOLOGYY

1. What is archeology?

2. Does it help us to learn more about history? How?

3. What original sources can help us to learn about history?

4. What types of things are more likely to have survived over all these years? (Hint: think of things made of metal, stone, wood, paper, cloth or bone.)

5. What types of ideas do you think the archeologists will find when they begin to excavate the Valley Forge site during their project this year?

Read the following from General George Washington's orders to his troops about building log huts in the winter of 1777:

"The soldiers were to be formed into twelve-man squads, each charged with building its own hut. These shelters were to be made of logs chinked with clay, and were to be six and a half feet high, fourteen feet wide, and sixteen feet long. They were to be aligned along company streets, with doors (made of boards, if available, otherwise of split-oak slabs) facing the street. There would be a fireplace in the rear, made of wood and "secured" with clay. Behind the enlisted men's huts was to be a line of huts for officers. These were to be of the same design and dimensions; but instead of twelve men, each would house the officers of two companies (six to eight men), the three field officers (major through colonel) of a regiment, the members of a brigade staff, or one general officer."

6. Define

   Excavation:

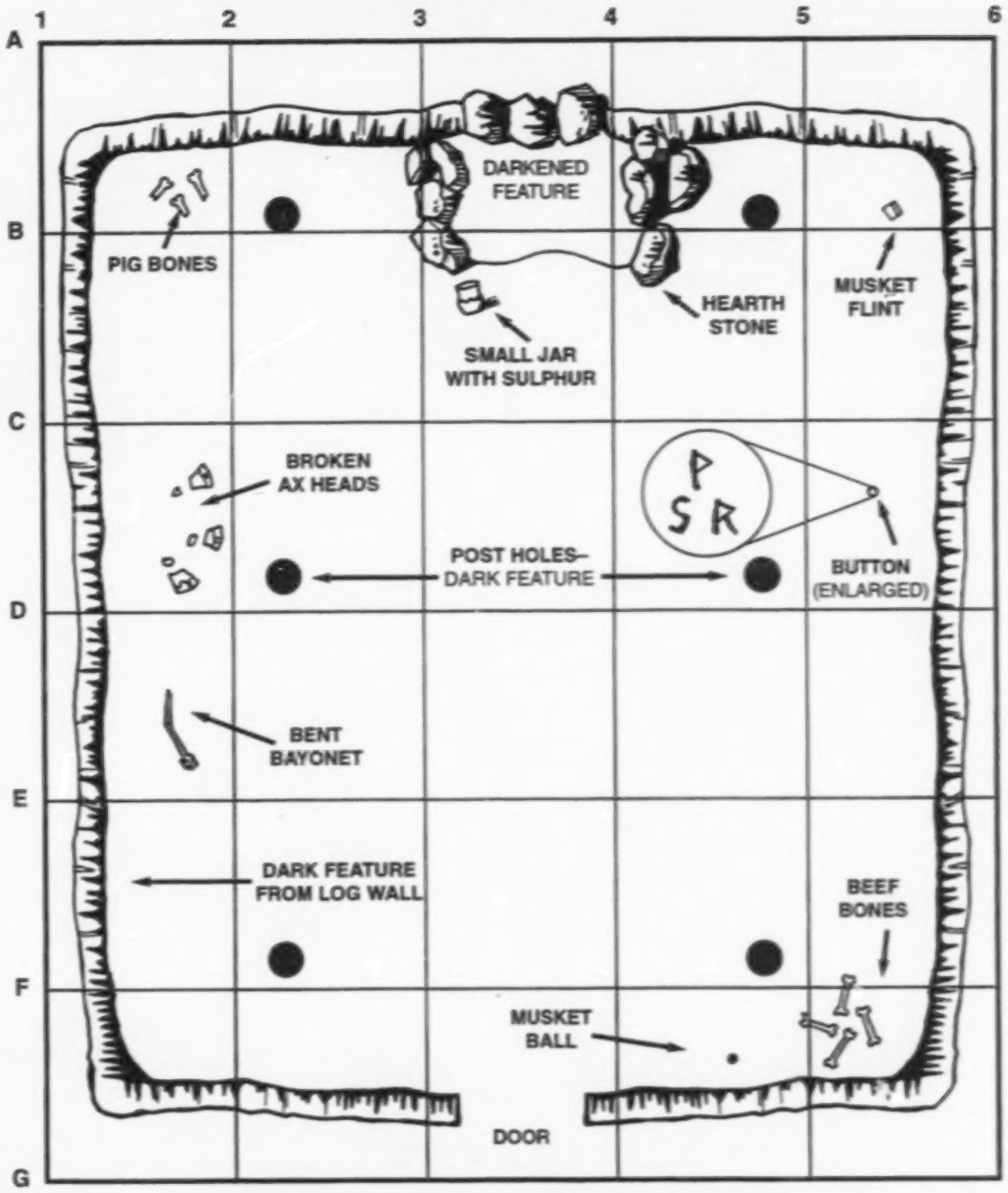
   Artifact:

   Site:

   Dimension:

7. Why was it necessary for so many men to live together in one hut?

Excavation Of A Hut



HUT EXCAVATION AT VALLEY FORGE

Small Things Forgotten: Exploring Valley Forge Through Material Culture

0 2 ft. 4 ft.

SCALE: 1 INCH = 2 FEET

Refer to the hut excavation diagram when answering these questions.

8. Did the men follow Washington's orders when they built this hut? Size? Entrance? Fireplace?

9. What did the men eat? (Hint: look at the hut excavation diagram for the types of animal bones found.)

10. List the tools found in the hut.

11. How were the tools likely to have been used?

12. What does the number of broken ax heads tell you about the tools?

13. Why were there posts in the middle of the floor?

ANSWERS – "Excavation Adventure"

1. Archeology is a specialized set of techniques for reclaiming, describing, and explaining past culture. It is the study of the past life and culture of humans.

2. Yes. It can supplement written information, or supply information where there is no written information.

3. Manuscripts: letters; diaries; newspapers; maps; other printed materials; art; architecture; antiques.

4. Examples of things made of metal, stone, wood, paper, clothe or bone provided by students.

5. Buttons, guns, ammunition, needles, teeth, bones, eating utensils. Other examples provided by students.

6. Excavation: To expose or unearth by digging for the purpose of supplying information.
   Artifact: Those things made or modified by humans for their use. A cultural specimen.
   Site: An archeological site is an area or location containing the material remains or traces past cultural activities that forms a distinct unit of archeological study.
   Dimension: the physical size (length, width, and thickness) of an object or feature.

7. Lack of materials (wood); conserve heat and materials by living together; build a sense of teamwork and family, which was important in developing a cohesive army.

8. The size is approximately correct and the entrance is opposite the fireplace. Washington does not mention using stones for fireplaces, but rather logs lined with clay.

9. The bones tell us they ate pork and beef.

10. Axes, bayonet, musket flint, musket ball.

11. Axes could have been used to chop down trees to build huts, to cut firewood, to clear areas for building. The bayonet is used as a weapon on the end of the musket. The musket flint is used to create sparks when it is struck against steel, to set off the musket.

12. They were probably originally of poor quality.

13. The upright posts were used to support the bunks on both sides of the hut. (Approx. 12 bunks.)

CLASSROOM ACTIVITY #2
FOCUS ON: GRANT'S CITY POINT HEADQUARTERS

With **"Letters Home"** students become Civil War soldiers and write their own letters home.

Procedure: Students may work cooperatively (groups of 3-4) or individually on this activity. Students will read the following four excerpts from Civil War soldiers' letters and diary entries. Then they will complete the following two activities:

Activity A:
Students will answer the discussion questions following each excerpt, as a group or individually. The discussion questions are designed for students to reflect on the passages they have just read.

Activity B:
Using their imaginations and the examples they have read, each student then will write his/her own letter home to a relative or friend as if he/she was a soldier serving during the Civil War. Students should describe what it has been like to spend the last 5-6 months "living on the lines" in Petersburg. As a follow-up class activity, have students read their letters aloud.

Excerpt #1
In the trenches near Petersburg – July 6th 1864

Dear Wife Maggie:

"Yesterday evening just before coming into the trenches I received your letter of the 30th June. I had become a little impatient as it was almost a week between times and letters from home are always waited for anxiously….

Well this is the 22nd day of our operations before Petersburg. It's 3 days in the trenches and tow out, with us, and the out is not much better than the in for we do not move so far to the rear but that the rebs can shell us. I am just as thin as a rail (just the condition for this country) yet in good health and strong as ever I was. I will not be so liable to fevers, or to fatal results severely wounded as if I was fleshy, so that I am very well satisfied with my physical condition. You would be certainly diverted to see me now. I occupy a hole in the ground just long enough for one to lie down in and high enough to set up in, covered with poles and two or three feet of earth to form a protection from pieces of shell. I cannot see that we are gaining much advantage but I suppose Mr. Grant knows what he is about. *(Except from a letter from J.J. Scroggs Diary and Letters (1852-1865), compiled by Larry Leigh.)*

Discussion Questions:

1. Who is Scroggs referring to when he uses the term "rebs?" What does he mean when he talks about the 'rebs shelling us?'

2. Why do you think Scroggs must stay in a hole to protect him from the 'pieces of shell?' Where do you imagine he is fighting?

3. Why might Scroggs be 'as thin as a rail?' Why does he see this condition as advantageous?

Excerpt #2
Letter From a Maine Soldier:

Camp near Petersburg, VA. – July 31st, 1864

"We had the saddest day yesterday I ever saw. We were called up at half past two o'clock, A.M., and formed in line of battle at three. We filed our left in front and marched down to within three hundred yards of the rebel fort we had mined, and halted in a deep railroad cut until the explosion took place, which was terrific. There was six tons of powder buried thirty feet under the ground, directly under the fort, which exploded at half past four A.M., when we started for the rebels and went directly into the remains of the fort. At the moment the fort blew up we had fifty pieces of artillery open on them directly over us. The air was so thick that I could not see three feet ahead. The ruins of the fort I cannot describe; my heart sickens at the thought. The huge masses of earth, thrown almost to the way from six to ten rods, were thrown almost to our lines, or from the fort twenty or thirty rods; and many of them were buried alive, cannon and gun-carriages thrown in all directions, together with the same. Inside, where those two regiments met their fate, baffles description. The rebels opened on us, right and left, as soon as they could gather their senses. Our brigade made the charge, so that we were some of the first ones in the fort. Many a poor fellow gave up his life for it was a perfect torrent of shot and shell. Going over the parapet we found a hole in the earth about thirty feet deep, large enough to hold from four to six thousand men, packed full of our men, perfectly safe. The men knew it was almost certain death to get upon the parapet, but soon Col. Wentworth, with a few others, went ahead, and our brigade followed. There is where the Colonel got his wound. When we got in, our regiment was one of the first, there were but two colors I saw planted there, the 31st and 32nd Maine. We could find no one to hold the colors, so Lieut. Chase mounted the fort and held the colors when no other would; but brave almost rashness, after daring to leave the flag without holding it, he called for the men to load their guns and pass them to him, and he would stand and take deliberate aim. He continued to fire as long as it was of any use, and then stepped back into the fort, and was soon shot in the head. The first thing he said was, "Take me to Capt. Hammond." They called me to him, and he would not consent for me to leave him for he thought he should die; and we all thought he would, for he bled very badly. There was every probability that we should all be killed if we left the pit, but we soon started with him, myself, the Orderly Sergeant, and one from another company. It was so hot we were almost exhausted, as we had to carry him stooping so we should not get our heads shot off; we got almost to our lines before we got any help. When we got him to the ambulance I broke down and could not stand." *(Excerpt from one soldier's recollection of the Battle of the Crater at Petersburg.)*

Discussion Questions:

1. What do you believe has caused the 'masses of earth to be thrown,' and 'many to be buried alive' in this excerpt?

2. The passage, 'We could find no one to hold the colors,' refers to the regimental flags. Why is there such an emphasis placed on who will hold the colors?

3. What you think the colors mean to the men fighting on the field, and how do the colors aid the men in battle?

Excerpt #3
Diary of a Third Michigan Volunteer Infantry
Color Sergeant, D.G. Crotty:

"The siege goes bravely on. The two armies keep digging away under each other's guns. The hardships to be endured are very great, but all now have schooled themselves down so that they are met as a matter of course. We do not pretend to say how long we will have a rest, nor do we care much, for we are so used to hardships that almost everything is done without a murmur. Of course, when we have a chance we enjoy ourselves as best we can. A soldier loves music and listens to the strains of the beautiful military bands, of which we have plenty in our army, and boast of the best bands in the country. Sometimes we have a dance under the shining moon, and a looker on would think that trouble or hardships were unknown to the jolly soldiers, who are hoeing down with their Government pontoons on the green sward. Oh, those beautiful nights in old Virginia, I look back to with great gladness, and think of the jolly, as well as the hard times we used to have.

Our military railroad must not be forgotten. It runs along the rear of our camps to City Point, where we get all of our supplies. The train, as it thunders along, is in plain sight of the rebels, and once in a while they waste some ammunition by firing at it, but they never hit anything to do any harm. We get passes quite often to go to City Point, a place now made up of the most motley crowd that ever congregated in one place. All come to this place for the one purpose of getting all the money they can from the soldiers. They care only for their hard-earned money, but not a straw for them..." *(from the book: Four Years Campaigning in the Army of the Potomac.)*

Discussion Questions:

1. Why was the military railroad important to the soldiers fighting near Petersburg? What was the town of City Point like?

2. Why do you think it was important, even during a time of war, for the soldiers to listen to and play music, dance, and be 'jolly soldiers?'

Excerpt #4

(The writer of this letter – Lieut. Richard Lewis – was a mere boy when he entered the Confederate service, as a member of the Fourth Regiment South Carolina Volunteers, where he served during the first year of the war. This is a letter he wrote home to his mother.)

Bivouac Near Petersburg – September 18, 1864

"The boys are all very diligently engaged throwing up fortifications in the front, being gone every day from 6 o'clock until about two or three, and will soon have the noble and brave city almost impregnable, though the stout hearts around it are almost strong enough to bulwark. The troops are all very enthusiastic and confident of their ability t whip Grant. They seem to be anxious that the trying and arduous campaign should be decided, and, I believe, the final issue of it will come to a close in a very short time, as Grant has got back from the valley and is receiving heavy reinforcements. General Longstreet is again in the saddle, and I am in hopes will soon be the terror of Yankeedom. He has not, according to our bright anticipations, resumed the command of his old corps. There is an impression that he will go to retrieve the lost fortunes of Early in the valley. We are all bountifully supplied with rations, better, I believe than we have been for the last twelve months – feasting lately on some of the fine beeves. Hampton drove in from Grant's range in Southwestern Virginia. I am not able to carry my hand without support as yet, and am sorry to say have been suffering some inconvenience from it. I have been offered a furlough by my Colonel, and am advised by my surgeons to go home, but I am going to stay and share the campaign for weal or woe with the boys." *(Excerpt from Camp Life of a Confederate Boy, Bratton's Brigade, Longstreet's Corps, C.S.A.)*

Discussion Questions:

1. What does Lewis mean when he says 'the boys are throwing up fortifications?'

2. What is Lewis implying in his letter, just after he claims that the 'troops are enthusiastic of their ability to whip Grant?' Do you think he really feels that they can 'whip Grant?'

CLASSROOM ACTIVITY #3
FOCUS ON: THEODORE ROOSEVELT, "CONSERVATION PRESIDENT"

Theodore Roosevelt was a badlands cowboy, soldier, explorer, scientist, and twenty-sixth President of the United States – all by the age of 42. Known as the "Conservation President" some of Theodore Roosevelt's greatest accomplishments were in preserving and protecting our nation's lands. He added greatly to the national forests in the West. He reserved lands for public use and started huge irrigation projects.

The Antiquities Act of June 8, 1906, which Roosevelt signed while he was president, had a lasting effect on conservation in the U.S. Although the Act did not create a single park, it allowed Roosevelt and his successors to proclaim "historic landmarks, historic or prehistoric structures, and other objects of historic or scientific interest" in federal ownership as national monuments. As President, Roosevelt established the U.S. Forest Service, five national parks, 51 wildlife refuges, and set aside 150 million acres as national forest.

Procedure: (This activity can be assigned as a group or individual activity). Have students (or each group) develop a fact sheet on Theodore Roosevelt's contributions to conservation. Each student (or group) should also compile a list of the National Park Service (NPS) sites in your state. (Visit **www.nps.gov** for a listing of the National Park Service sites.) Conduct a classroom discussion on conservation and President Roosevelt's contributions, incorporating the students' fact sheets and NPS site lists.

Have students select one of the NPS sites from the list of those located in your state. Have students conduct additional source research and write a one- to two-page fact sheet on that park, using the following points as a guide in their information gathering:

1. What is the name of the National Park Service site?
2. How did this park get its name?
3. What is the history of this park site?
4. Are there any log cabins at this park? If so, who lived there and what is the historical significance of the log cabin?
5. Where is this park located? How can I get there (directions)?
6. What can I see when I visit this park site?
7. What are the visitor activities at this park site?
8. Are there any other interesting attractions near this park site (i.e., battlefields, theme parks, etc.)?

Instruct students to include pictures (perhaps from a family vacation they took to that park), maps or other visuals with their completed park fact sheet. Have students share their park fact sheets and visuals with the class. Plan a class field trip to one of the National Park Service sites near your school, if possible.

CLASSROOM ACTIVITY #4
FOCUS ON: GREAT LEADERS, GREAT PRESIDENTS

In the **"Great Leaders, Great Presidents"** classroom activity, students will review leadership skills. As examples, review the leadership displayed by General George Washington, General Ulysses S. Grant, President Abraham Lincoln, and Theodore Roosevelt during their time spent at Valley Forge, PA, City Point, VA, and Medora, ND. The actions these men took, both during the period of time at these sites, and later in their presidencies, demonstrated true leadership qualities.

Procedure: Have each student in the room take out a piece of paper. Give the students approximately 10–15 minutes to write their answers to the following:

Questions:

1. What are the qualities or traits of a leader?

2. Are all leaders great and powerful people?

3. Who are the leaders in your life?

4. Why do you think of these people as leaders?

5. How can you be a leader?

6. Ask the students to volunteer some of their answers to the leadership questions. List some of the responses on the chalkboard so that all of the students can see them. Briefly discuss the responses with the class.

7. Direct students to select <u>one</u> of the following leaders represented in the "Discover Presidential Log Cabins" program materials: George Washington, Ulysses S. Grant, Abraham Lincoln or Theodore Roosevelt. They will complete the next part of the assignment focusing on that one leader.

8. Students, using their self-generated list of leadership qualities as a guide, will review additional resources on the achievements of that leader. Students may focus on the time periods covered in the "Discover Presidential Log Cabins" materials, as well as their subject's time as President or other achievements in that person's life.

9. Students will write a one-page essay on why they think the person they chose to write about (Washington, Grant, Lincoln, or Roosevelt) was a great leader. Their essays should include examples of what that person accomplished to make them a great leader.

10. Have students present their leadership essays to the class.

CLASSROOM ACTIVITY #5
FOCUS ON: CREATING A YESTERYEAR NEWSPAPER

Students work as a group to create a **"Yesteryear Newspaper"**. Focusing on one of the historical periods of the "Discover Presidential Log Cabins" program, each group will produce one-page of a newspaper from that era. The team will research, write, design, and present their yesteryear newspaper to the class.

Procedure:

1. Select one of the three historic log cabin restoration sites: Valley Forge, PA, City Point, VA, or Medora, ND.
2. Prepare a one-page fact sheet (from the information and additional resources listed in this guide) about that site and its historic time period.
3. Gather samples of newspapers, graphics and images on that time period (i.e., the Revolutionary War, the Civil War, late 19th century). Use these as examples to share with your class.
4. Divide your class into groups of four or five.
5. Distribute a copy of a current newspaper. Have them review the layout of the newspaper. Discuss with them the name of the paper. Ask them why they think that name was chosen for the paper. Explain the purpose of the headline and how more important stories generally get larger headlines. Then distribute to each group member a copy of the fact sheet for the historic site you have selected.
6. Have each member of the group select one topic from the fact sheet to focus their article on (i.e., the food shortages at Valley Forge; the weather during the winter of 1777; and the log huts the Continental Army built).
7. Have each group name their yesteryear newspaper.
8. Have each group member research and write a brief article on their selected topic for their group's newspaper. Each article should contain a headline and should be written as though the writer was a reporter during the time period of the topic. Articles should be no more than one page long. Provide each group with copies of graphic images from that time period. You may also assign each "reporter" the task of finding additional graphic images that they wish to use with their article (i.e., via Internet research, photocopies of photos and images from books or articles, etc.).
9. During a subsequent class period, have each group complete the layout for their newspaper. If you have access to a computer program such as "The Newsroom" you can utilize the student created articles in that format. If not, provide each group with scissors, tape, rubber cement, and large sheets of newsprint to layout their newspaper page.

Display each of the yesteryear newspapers in your classroom. Have each group read the articles they feel are their group's best or most creative to the class.

SEE THE ATTACHED SAMPLE.

The Picket Post

News from Valley Forge

Winter/Spring Edition, 1777–1778

Baron Von Steuben to Train Continental Army

The recent arrival of Baron Friedrich Wilhem Augustus Henry Ferdinand von Steuben at Valley Forge has the whole camp abuzz. Congress has appointed this veteran of Frederick the Great's army to the post of Inspector General. He has been assigned the rather large task of standardizing the training of the American army. As he speaks no English this exercise should really be interesting! The word is that he has some people with him who can translate his meaning so all is not lost. Perhaps some of the "Germans" in General Muhlenberg's regiment may agree to help out. Rumor has it that the Baron has already learned one word of English since his arrival at the encampment; however, delicacy does not permit us to print that word here.

von Steuben

Horatio Gates

Weather Forecast

(For those who believe in such things.) Here is the weather forecast for the region of Valley Forge and near-by vicinities: The recent spate of blustery weather will continue. Snow is not in the forecast for the next few days, rather our prognosticators at headquarters (John Laurens and Alexander Hamilton) are calling for freezing rain and sleet. This will be followed by periods of low cloud and fog intermixed with drizzle. Attempts to dissipate the cloud cover with cannon fire from General Knox's batteries have been futile and are to be discontinued.

General Gates Eyes Top Post!

General Horatio Gates of the northern wing of the Continental Army has been recently implicated in a plot to oust our beloved General Washington from command. Sources within the camp at Valley Forge, PA, tell this reporter that Gates has some support for this move in Congress. The name of General Thomas Conway has come up continually as one of those who has been "bad-mouthing" Washington's every decision. Conway was unavailable for comment.

Washington is Cautiously Optimistic

(Valley Forge, PA) In a recent exclusive interview granted to the *Picket Post*, General George Washington expressed cautious optimism as to the fortunes of the army and the cause of American Independence. We asked the General what gives him hope that the current situation can be turned around. He replied, "If General von Steuben can whip the army into shape and Dr. Franklin makes good on his efforts to bring the French into our camp, I have every confidence that the American soldier will do his part and secure for us the major victory that I seek. All of this I see in spite of the rather wretched conditions with regard to food and equuippage. Thirteen different types of muskets...I mean really!"

The *Picket Post* asked the General if the recent Conway-Gates affair would have any effect on staffing. In a rare unguarded moment the General seemed on the verge of filling the air with blue language as he said, "By the Eternal! Can't I go one day without hearing about Conway? The man has left the camp and the army. Let no more be said about it. Congress has appointed von Steuben to fill the post of Inspector General that Conway declined to keep."